

DD/S 72-3662


21 September 1972

MEMORANDUM FOR: Executive Director-Comptroller

Bill:

Attached is the proposed memorandum from you to the Deputies on PMMP in what Harry Fisher and his people and we believe to be final form. It takes into account the ideas and words you suggested plus those various others of us have put forward. We hope you can accept it so that we may type the final smooth copies for your signature and release prior to 30 September. We wish to be able to tell the Civil Service Commission that as of that date we have an approved plan in effect.

Many hours have also been spent on the companion subject of dovetailed training. We have today and forward for your review the latest paper from Hugh. While it is not in the form of a paper from you to the Deputies, it is set up so that after several decisions are made it can be sent separately as a complementing document to the PMMP paper. We are happy with this effort by OTR and hope that you will likewise approve what has been done. Harry Fisher has read and agrees. We will handle conversion into a paper to go from you to us after we have your concurrence or comments.



John W. Coffey

STATINTL

2 Atts

Att 1: Draft Memo for DD's fr W. E. Colby,

subj: Personnel Development Program -- Att to DD/S 72-3406 (draft

Att 2 : Memo dtd 19 Sep 72 for DD/S fr Hugh T.

dated 21 Sept 72)

Cunningham, subj: Training Phase of  
the PMMP w/atts -- DD/S 72-3647

DD/S:JWC:maq

Distribution:

Orig - ExDir-Compt w/O Atts 1 and 2 - *SY HAND*

1 - DD/S Subject w/ccy Atts 1 and 2 and O DD/S 72-3406

1 - DD/S Chrono

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ATT. To JJB 72-3406

DRAFT

21 September 1972

MEMORANDUM FOR: Deputy Director for Plans  
Deputy Director for Intelligence  
Deputy Director for Science and Technology  
Deputy Director for Support

SUBJECT : Personnel Development Program

1. Following our discussions at the Director's Annual Conference in May, the Office of Personnel has developed the attached outline of a "Personnel Development Program." This is focused particularly on executive development and the identification of development requirements for future executives who are now serving in lower grades. It is responsive to the OMB requirements and Federal Guidelines for Executive Development, on which we are required to report in a secure way to the Civil Service Commission by 30 September. Also, it is a refinement of our original Personnel Movement and Management Program (PMMP), which was approved for initiation in mid-1971 but was in great part pushed aside by the ceiling reductions and average grade reduction problems which arose at that time. This is an important subject and needs an appropriate vehicle to ensure regular attention, on a continuing basis, in the interests of the CIA of the future as well as compliance with OMB and CSC requirements. It will be

supplemented by other aspects of our Annual Personnel Planning cycle which are now being prepared for consultation with the Deputies.

2. This procedure has been simplified to what we believe is the minimum required. We want to proceed with the task of looking at the specific developmental needs of promising individuals, while at the same time avoiding the preparation of formal career plans or engaging in a vast amount of useless paper work. In essence, two exercises are required:

a. Identification by each career service of those supergrade officers who will be retiring in the next four years and the identification of probable successors.

(1.) In some instances it may not be feasible to identify successors to specific jobs; in this case we may only be able to identify a pool of officers who might replace a similar pool of retirees with somewhat similar executive responsibilities. Although there is no doubt that many of our senior officers could fill a variety of executive positions, I believe the most effective way of planning the development of executive talent is to consider, when feasible, both the key requirements of individual executive jobs and the personal developmental needs of

candidates identified as prospects to fill these jobs.

(2.) With respect to each prospective successor, the exercise calls for an examination of his background and the identification of any significant experience or training gap which should be filled within the next four years in order to increase his effectiveness as an eventual successor if he is chosen. Obviously, more potential successors should be chosen than the number of individuals anticipated to retire. Also, the competition for these senior positions is by no means foreclosed to others by this exercise.

b. Identification by each career service of a larger block of GS-11 through GS-14 officers for particular assignments, rotation, training and other developmental attention during the next four years.

(1.) Records of all officers at these grades will be reviewed and the career service will identify those individuals warranting particular developmental rotation or training experiences.

(2.) As part of the process, officers at these grade levels should be invited by their career service to submit applications for assignments or training which they believe will better prepare them for performing at senior levels in later years. It should be made clear in the invitations, however, that the panels will decide what developmental experiences are of greatest value to the Agency as well as to the individual.

(3.) The career service reviews and individual applications may produce a list of desirable developmental experiences that exceeds the number that can logically be provided. In this case the normal selection process will have to be used to determine who actually receives the training, rotation, etc.

3. If possible, we should meet the time table suggested for completion of Process I in the attachment, because of the Government-wide phasing of the Federal Guidelines on Executive Development. Actions in Process II, pertaining to the development of employees in Grades GS-11

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through GS-14, should be integrated with normal career panel reviews to the maximum extent possible. It appears logical that the identification and developmental considerations required in Process II should occur in the course of panel reviews rather than in a separate exercise. It is hoped that the work required in Process II can be completed by 30 June 1973 in order that PMMP results can be linked to elements of the FY 1974 Annual Personnel Plan which we expect to develop for the first time next spring.

4. Members of the Office of Personnel will be available to work with representatives of the career services on all aspects of PMMP.

5. I am sure that the Deputy Directors will personally involve themselves in launching this program, observing the progress made and reviewing the submissions at the time they are completed. This will give ~~this~~ <sup>the</sup> program the command attention its importance deserves. I plan at least an annual briefing of the Director and Deputy Director concerning the specifics of this program after discussion in the Deputies' Meeting.

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30 AUG 1972

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Personnel Development Program

1. Attached is a draft of a cover letter forwarding the revised PMMP to the Deputies. We have also included the original PMMP instructions which contain Mr. Colby's comments and his rewrite of the original cover letter.

2. I believe the PMMP process as rewritten will help insure the long-range effectiveness of our executive development program and it is responsive to the desires of the Executive Director-Comptroller.

3. The principal modifications are:

a. Stretched out the scheduling arrangements and recommended alignment to the extent feasible with recurring activities of career boards and panels, but emphasized the implementation of the executive development portion within a somewhat liberalized time frame. You will recall that the required report to the CSC on 30 September pre-supposes a program which is well into operation. Obviously, we will not be able to meet this expectation, but it is incumbent upon us to be in motion as much as possible by that date.

b. Adjusted the Memo of the Executive Director-Comptroller and the attachment to acknowledge that on some occasions it may be feasible to identify the successes<sup>es</sup> to specific jobs in the Executive Development Program and in others it will not be practical to do so.

SUCCESSORS

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c. Modified the PMMP attachment to make explicit the desire of the Executive Director-Comptroller to invite individual employees to express their own developmental interest in a program that clearly establishes that the primary basis for deciding upon individual developmental actions will be predicated upon assessment of individual needs by the career services.

d. Encouraged the "grandfather" services to rely upon the components to do the detail work in the PMMP process as a means of reducing the work load in PMMP.

4. It could be argued that we should use more sophisticated identification techniques such as assessment centers and PSS developed tests. This may come in the future, but PMMP in its present form is a formidable enough task and we think it best to rely on existing panel procedures to identify comers.

5. We believe it important that a training paper be developed for concurrent use with PMMP. Since selection and timing of training assignments is such a significant aspect of the development process, it would obviously be desirable to have training models available. As you have suggested, we should meet soon with OTR representatives to discuss this subject further.



Harry B. Fisher  
Director of Personnel

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of providing these experiences, in which case the normal selection process will have to be used to determine who actually receives the training, rotation, etc.. While ~~the~~ application<sup>s</sup> from the individuals ~~are~~ welcome and will be considered, ~~it is not~~ <sup>they are not</sup> exclusive and the panels will have every authority to make their own judgment as to what experiences<sup>1</sup> would be of value to the Agency for future executive development. ~~The time~~ <sup>for those officers and for others not applying</sup> schedules in the attached program are subject to modification to permit integration of this exercise with normal panel reviews to the maximum extent possible. Thus, it would seem quite reasonable that ~~the~~ executive development consideration and identification should occur in the course of panel reviews rather than ~~be~~ <sup>as</sup> a separate exercise<sup>s</sup>. At the same time, the attached formats will require particular attention to this subject so important to the future of the Agency. I am sure that the Deputy Directors personally will involve themselves in a review of these submissions at the time they are developed ~~and~~ in order to give this program the command ~~level~~ attention its importance deserves. I plan to organize at least an annual briefing of the Director and Deputy Director of the specifics of this program, after discussion in the Deputies' Meeting.

Mr Fisher —  
Maybe this point should be  
worked further into our schedule  
of promotion reviews etc —

PERSONNEL MOVEMENT AND MANAGEMENT PROGRAM (PMMP)

Purposes of PMMP

Improve succession and leadership planning by estimating turnover in senior positions and identifying and developing prospective candidates.

Stimulate the systematic personal development of individuals in the Grades GS-11 through GS-14, in accordance with management's assessment of personal needs.

Increase the participation of Deputy Directors in the process of executive and personal development.

Conform to requirements of the Federal Guidelines for Executive Development by estimating turnover in executive positions; identifying and developing potential replacements; increasing their versatility by exposure to different kinds of experiences; and effectively utilizing training resources for personal development.

Improve annual personnel planning within each career service by estimating probable separations and determining appropriate levels of EOD's, reassignments and promotions.

Process of Executive Development

<u>Products</u>	<u>Procedures</u>	<u>Suggested Scheduling</u>
EYES ONLY Executive Candidates Roster (EXEC) and Executive Developmental Training and Assignment Inventory	Each career service to complete review of <u>positions</u> GS-15 through GS-17 <u>expected to become vacant</u> during FY 1973-1976 and identify candidates GS-13 and above as potential replacements (ordinarily two or more prospects). Each career service to evaluate critical and atypical requirements of positions expected to become vacant during FY 1973-1976.	By mid-September 1972.
	Each career service to evaluate personal developmental needs of each EXEC candidate, taking into consideration (1) the special requirements of the position or positions concerned and (2) the desired developmental improvements or experiences specifically applicable to the individual concerned.	By mid-October 1972.
	Each career service to forward EXEC Roster and EXEC Executive Developmental Inventory to Deputy Director concerned.	By mid-October 1972.

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## Products

## Procedures

## Suggested Scheduling

Each Deputy Director to review material with Heads of Career Services.

By mid-November 1972.

Each Deputy to forward Directorate Executive Development program to ExDir-Compt.

By early December 1972.

ExDir-Compt to meet separately with each Deputy on his Executive Development program.

By latter December 1972.

ExDir-Compt to meet with Deputies as members of EMRB in discussion of Agency Executive Development program.

By latter January 1973.

## Process for Determining Personal Developmental Needs of Personnel in Grades GS-11 through GS-14

Estimated Upward Movement in Grades GS-11 through GS-14; Assignment Inventory for Development of Personnel GS-11 through GS-14; and Training Inventory for Development of Personnel GS-11 through GS-14.

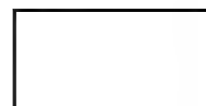
Each career service to complete review of turnover and cumulative promotional possibilities in Grades GS-11 through GS-14 during FY 1973-1976. Each career service to review the promotional readiness of each individual careerist in Grades GS-11 through GS-14 to advance one or more times during FY 1973-1976. Each career service to compile information on promotional headroom available and promotional headroom needed in Grades GS-11 through GS-14 on PMMP Form 3.

By mid-November 1972.

Each career service to determine specific prospective assignments, rotations, details, orientations and other kinds of job experiences within or without the career service that would be helpful, important or essential in preparing each individual having the inclination and the potential for development. In specifying individual developmental actions, each career service to concentrate not only on the requirements of probable future assignments for the individual affected, but also individual experience gaps. Each

By mid-November 1972.

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## Products

## Procedures

## Suggested Scheduling

career service to summarize information on PMMP Form 4.

Each career service to identify and stipulate specific training experiences, both within and without career service for each individual with the inclination and potential for development. Each career service to summarize information on PMMP Form 5.

By mid-November 1972.

Each career service to forward narrative report on overall findings, problems and planned corrective actions, resulting from this process.

By end-November 1972.

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## Process for Annually Projecting Probable Turnover and Optimal EOD's, Reassignments and Promotions for Ensuing Fiscal Year

Staffing Profile (GS, wage board and military personnel)

Each career service to estimate separations (all causes) for wage board, military and all grades of GS personnel; adjust for any ceiling increases or decreases in the fiscal year, by grade; and determine by grade the number of new personnel that will be brought into the career service, either by reassignment or from outside the Agency to maintain on-duty strength at ceiling. (Each career service to project reassignments out as well as Agency separations in estimating its total turnover by grade.)

By mid-November 1972.

Taking into account expected EOD's and reassignments-in by grade versus separations and reassignments-out by grade, each career service to plan the probable number of promotions to each grade.

By mid-November 1972.

Each career service to forward to the Deputy Director a narrative report summarizing results obtained in preparing the FY 1973 Staffing Profile.

By end-November 1972.

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PMP Form 1  
Date \_\_\_\_\_

\_\_\_\_\_  
Executive Candidates Roster (EXEC)  
(Expected Vacancies in GS-17 through GS-15 Positions  
During FY 1973-1976 and Candidates for Development)

EXPECTED VACANCIES				POSSIBLE CANDIDATES B/					
ESTIMATED YEAR OF VACANCY A/	ESTIMATED MONTH OF VACANCY	GRADE A/	NAME OF INCUMBENT AND POSITION TITLE	NAME OF CANDIDATE AND POSITION TITLE	DATE OF LAST PROMOTION	DATE OF MANDATORY RETIREMENT	ADVANCEMENT POTENTIAL (CHECK ONE)		
							1 GRADE	2 GRADES	OVER 2 GRADES
			and Cato J. Duke COS D/OSR of analysis						
			10						

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FMMP Form 1

- A/ Show first all expected vacancies during FY 1973 in GS-17 through GS-15 jobs resulting from employee separations (in descending grade order); then present information in same way for years FY 1974-FY 1976.
- B/ Two or more candidates will be identified when desirable for each position from among employees GS-13 and above. Prospects may be designated from outside the career service. The same employee may appear as a candidate for more than one vacancy expected to occur during FY 1973-FY 1976. (The testing, coaching, observing and developing of such employees should take into account the requirements of the position or positions for which they have been designated as prospective replacements.)

If a prospective candidate is scheduled to retire within two years from the date he would incur the expected vacancy or is being considered to fill a vacancy for a period of two or less years, attach to this table an explanation why he is a candidate (e.g., level of qualifications or future utilization and development). Likewise, attach a similar explanation in the event an employee outside the career service is designated as a prospective replacement.

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PMMP Form 3  
Date \_\_\_\_\_

Estimated Upper Movement in Grades GS-11 through GS-14  
Fiscal Years FY 1973 - FY 1976

GRADE	FY 1973			FY 1974			FY 1975			FY 1976		
	(1) EST. PROMO- TION HEADROOM WITHIN GRADE	(2) PROMO- TION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) Is Over/ UNDER COL (1)	(1) EST. PROMO- TION HEADROOM WITHIN GRADE	(2) PROMO- TION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) Is Over/ UNDER COL (1)	(1) EST. PROMO- TION HEADROOM WITHIN GRADE	(2) PROMO- TION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) Is Over/ UNDER COL (1)	(1) EST. PROMO- TION HEADROOM WITHIN GRADE	(2) PROMO- TION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) Is Over/ UNDER COL (1)
GS-14												
GS-13												
GS-12												
GS-11												

## Explanations:

Estimated promotion headroom within each grade in FY 1973 consists of (1) current estimated CSGA spaces (plus or minus) in that grade and (2) cumulative turnover in that grade during the balance of FY 1973 (i.e., estimated turnover within the grade plus the total of estimated turnover in all grades above that grade). Promotion headroom in FY 1974-FY 1976 consists of cumulative turnover in each grade as defined in (2) above. Although estimated promotion headroom is largely a function of turnover, it should be recalled that an excess of reassignments-out in relation to reassignments-in at a given grade level will increase promotion headroom, and vice versa. Accordingly, an adjustment should be made as applicable in the estimated promotion headroom at each grade (a plus figure if RO's exceed RI's and a minus figure if RI's exceed RO's).

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Explanations (Cont.)

The estimated annual promotion headroom needed within a career service in each grade is the total number of careerists expected to become ready for promotion to that grade within a given year. Promotion headroom needed each year within a given grade is determined by the career board or panel evaluating the potential, developmental needs and "promotional readiness" of each individual careerist in the grade below and totaling those determined to be ready for promotion. The number ready for promotion to a given grade is a qualitative judgment of the career board without regard to the level of past promotions or the estimated capacity of the career service to make promotions to that grade. The career board or panel may take into account the time-in-grade each careerist has already served and whether he is expected to move up on a fast track time-in-grade, an average track time-in-grade, a slow track time-in-grade, or not at all. Prior to plotting the promotability of each individual careerist one or more times during the next four years, the career board or panel could establish separate TIG norms for fast, average and slow tracks and decide what standards, criteria, documentation and review procedures it will follow in looking at the promotional readiness of each careerist.

In estimating the volume of promotion headroom needed within each grade for each Fiscal Year, consideration should be given to the number of new employees who will probably be entered-on-duty during FY 1973-FY 1976 and thereafter promoted one or more times to the Grades GS-11 and above.

(NOTE: Separate forms are used in planning and implementing the Personnel Movement and Management Program for filling future vacancies in positions above GS-15 during the next four years and for identifying personnel GS-13 and above who are qualified prospects for future assignment to such positions and interim executive development.)

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PMMP Form 4

A/ Could encompass brief or long periods; series of briefings, details of several months, orientations of a few weeks, two-year tours, etc.

B/ Indicate the level of priority for each entry using these symbols:

- A. Essential for personal development
- B. Important for personal development
- C. Helpful for personal development

NOTE: This Inventory is confined to developmental assignment needs, as perceived by a career service. It is not to be construed as an all inclusive list of assignments to be given to individual employees, either upon their request or upon the initiation of their career service or component.

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FMMP Form 5

A/ Indicate level of priority for each proposed action:

- A. Essential for personal development
- B. Important for personal development
- C. Helpful for personal development

NOTE: This Inventory is confined to developmental training needs, as perceived by a career service. It is not to be construed as an all inclusive list of training to be given to individual employees, either upon their request or upon the initiation of their career service or component.

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